Alternate ACCESS for ELLs™ Grades 1-12 Webinar

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ACCESS for ELLs® TEST ADMINISTRATOR TRAINING
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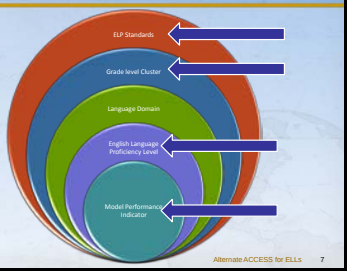
Objectives

- You will be able to:
  - describe the relationship between the ELP standards and the Alternate ACCESS for ELLs test
  - describe the structure and administration procedures of Alternate ACCESS for ELLs
  - describe the organization and format of each component of the assessment (Listening, Reading, Speaking and Writing)
  - administer and reliably score the ACCESS for ELLs test

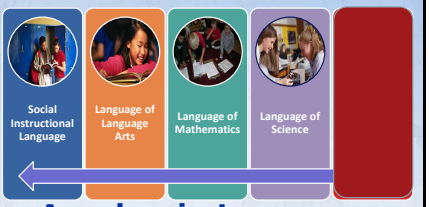
Relationship between the WIDA ELP Standards and Alternate ACCESS for ELLs

Organization of the ELP Standards

Organization for Alternate ACCESS for ELLs



ELP Standards



Academic Language

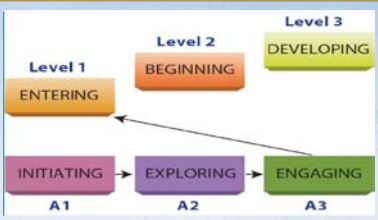
Five Grade-Level Clusters

PreK-K | 1-2 | 3-5 | 6-8 | 9-12

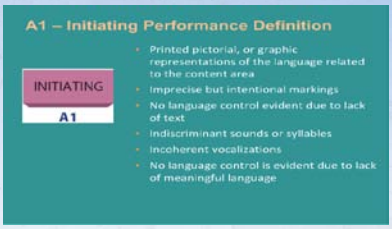
Language Domains

Listening	Process, understand, interpret and evaluate spoken language in a variety of situations
Speaking	Engage in oral communication in a variety of situations for a variety of purposes and audiences
Reading	Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency
Writing	Engage in written communication in a variety of situations for a variety of purposes and audiences

Alternate ACCESS Proficiency Levels



A1-Initiating Performance Definition



A2-Exploring Performance Definition

A2 – Exploring Performance Definition

EXPLORING
A2

- Pictorial or graphic representation of the language of the content areas and some common single-digit numbers, letters, or symbols related to the content areas
- Symbols, letters, or words with the aid of scaffolds
- Written language is minimal, rote, or copied, making assessment of errors unreliable, poor letter, symbol, or number formation quality may impede recognition of text
- Mimicked sounds and syllables of general vocabulary words related to content areas
- Phonemes or chunks of words
- Oral language is minimal, rote, or parroted, making assessment of errors unreliable, poor pronunciation may impede recognition of speech content

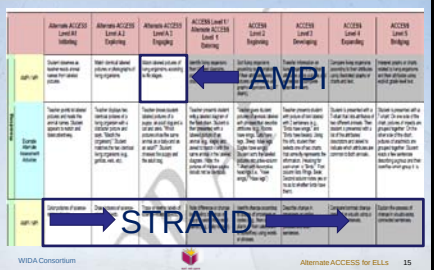
A3-Engaging Performance Definition

A3 – Engaging Performance Definition

ENGAGING
A3

- Common single-digit numbers, letters, or symbols and some mimicked general vocabulary related to the content areas
- Symbols, letters, or words
- Written language is minimal, rote, or copied may be illegible, exhibiting frequent errors in spelling and text formation that makes comprehension difficult
- Mimicked general vocabulary words related to the content areas
- Basic words with the aid of scaffolds
- Oral language is rote or parroted making assessment of errors unreliable, poor pronunciation may impede recognition of words

Organization of AMPIs



Task Poll 1

- Task: Teacher displays a family picture, points to the mother and says, "mom."
- Expectation: The students says, "mom"

Task Poll 2

- Task: Teacher presents picture of a father and asks, "Is this a dad?"
- Expectation: The student vocalizes in response.

Task Poll 3

- Task: Teacher displays a family picture, points to the mother and says, “mom.”
- Expectation: Student says, “[m].”

Overview of Alternate ACCESS for ELLs

What is Alternate ACCESS for ELLs?

- A new test developed specifically for students identified as English language learners with significant cognitive disabilities
- Based on the WIDA Alternate English language proficiency levels
- A paper and pencil assessment
- All components of the tests are individually administered
- Semi-Adaptive

Purpose of Alternate ACCESS for ELLs

- Provides ELLs with significant cognitive disabilities an opportunity to demonstrate their English language proficiency:
  - in Listening, Speaking, Reading, and Writing
  - in four English Language Proficiency (ELP) standards
    - social and instructional language
    - the language of language arts
    - the language of mathematics
    - the language of science
- Meets the No Child Left Behind Act (NCLB; 2001) and Individuals with Disabilities Education Improvement Act (IDEA; 2004) accountability requirements

Who should take the Alternate ACCESS for ELLS?

- Only ELLs with significant cognitive disabilities.
  - Typically this includes students that have one or more of the existing categories of disabilities under IDEA (e.g.; intellectual disabilities, autism, traumatic brain injury, multiple disabilities, etc.)
- Students whose cognitive impairments may prevent them from attaining grade level achievement standards.

(adapted from U. S. Department of Education: Alternate Achievement Standards of Students with the Most Significant Cognitive Disabilities Non Regulatory Guidance, August 2005)

Criteria for Selecting Students

- ❑ The student is classified as an ELL. (Entered in AIM as LEP)
- ❑ The student has a significant cognitive disability and receives special education services under IDEA (2004)
- ❑ The student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum
- ❑ The student is or will be participating in Montana's CRT-Alternate

Roles and Responsibilities of TA

Test Administrators (TA)

- Become trained with test administration procedures
- Complete online Alternate ACCESS for ELLs quiz on the WIDA Website (www.wida.us)
- Be familiar with accommodations that may be used during administration

Test Materials

- Test Administration Manual
- Test Administrator Script
- Test booklet (legal size paper)
- Student Response booklet

Test Components, Sequence, and Timing

TEST SECTION		STANDARDS	NUMBER OF TASKS	RANGE OF LEVELS
Listening		SIL, LoMA, LoSC, LoLA	9	A1–A3 and 1–2
Reading		SIL, LoMA, LoSC, LoLA	9	A1–A3 and 1–2
Speaking	Part A	LoMA, LoSC	8	A1–A3 and 1–2
	Part B			
Writing	Part A	SIL, LoSC, LoLA	10	A1–A3 and 1–3
	Part B			
	Part C			

- Approximately 20 minutes per section
- Recommended order: listening, reading, speaking, writing

Unique Features of the test

- Scripted cues and repetition in the listening and reading sections
- Modeled tasks in the writing section
- Repetition and multiple opportunities for students to demonstrate their proficiency

Test Guidelines

- Keep the test going at a steady pace
- Follow pause times given in the script
- Follow the Test Administrator Script exactly
- Practice reading the tasks aloud ahead of time
- Give student non-evaluative, positive feedback

How to read the script

- This is a sample of the script

CUE A

Point to UMBRELLA AT TOP. **This is an umbrella.**
Point to UMBRELLA. **Umbrella.**
Point to BOOTS. **Boots.**
Point to T-SHIRT. **T-shirt.**

Sweep across UMBRELLA, BOOTS, T-SHIRT. **Which one is an umbrella?** PAUSE.

If correct, go to ***MOVING ON*** box.
If incorrect or no response, repeat *CUE A*.

After repeat, if incorrect or no response go to *CUE B*.

Read aloud Black BOLD text

Test Administration Overview:

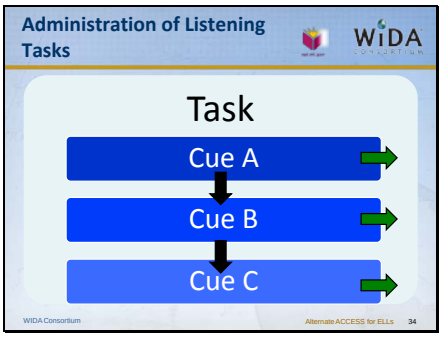
- **Listening**
- **Reading**
- **Speaking**
- **Writing**

Listening Test Overview

- Format: 9 tasks that correspond to the AMPI levels A1-A3 and MPI levels 1 and 2
- Every task contains 3 cues- CUE A, CUE B, and CUE C
- Time: 20 minutes*

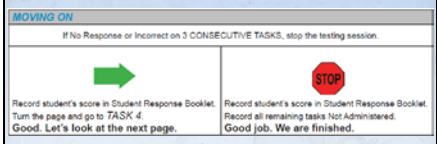
- Scoring: Correct or Incorrect

Administration of Listening Tasks



Administration

- Follow *Moving ON* box at the end of each task



Ending the Listening Section

- After administering last task (9)

OR

- The student responded incorrectly or did not provide a response for 3 consecutive tasks

Scoring

- Test administrator scores each task after the completion of the entire task
- Follow the scoring key in the Student Response Booklet.
- The Test Administration Manual gives specific guidelines for scoring the listening section.

Listening Scoring Sheet

LISTENING

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.

Task	Key	Correct			Incorrect	No Response	Not Administered
		Cue A	Cue B	Cue C			
1	student "attends"	○	○	○	n/a	○	n/a
2	sun	○	○	○	○	○	n/a
3	shoe	○	○	○	○	○	n/a
4	umbrella	○	○	○	○	○	○
5	hexagon	○	○	○	○	○	○
6	bird	○	○	○	○	○	○
7	chair	○	○	○	○	○	○
8	paper & pencil	○	○	○	○	○	○
9	ice	○	○	○	○	○	○

Fill in one bubble per task, (i.e., per row).
Mark all tasks that were not administered **Not Administered**.

Sample Listening Item Grade cluster 3-5 Task

CUE A
Point to UMBRELLA AT TOP.
This is an umbrella.
Point to UMBRELLA. **Umbrella.**
Point to BOOTS. **Boots.**
Point to T-SHIRT. **T-shirt.**

Sweep across UMBRELLA, BOOTS, T-SHIRT.
Which one is an umbrella? PAUSE.
If correct, go to *MOVING ON* box.
If incorrect or no response, repeat CUE A.
After repeat, if incorrect or no response go to CUE B.

Sample Listening item
Grade cluster 3-5 Task

CUE B
Point to UMBRELLA AT TOP. **Umbrella.**
Point to UMBRELLA. **Umbrella.**
Point to BOOTS. **Boots.**
Point to T-SHIRT. **T-shirt.**

Sweep across UMBRELLA, BOOTS, T-SHIRT. **Which one is an umbrella?** PAUSE.

If correct, go to *MOVING ON* box.
If incorrect or no response, go to *CUE C.*

CUE C
Point to UMBRELLA AT TOP. **Umbrella.**

Point to BOTH UMBRELLA. **These two show an umbrella.** PAUSE.

Point to UMBRELLA. **Umbrella.**
Point to BOOTS. **Boots.**
Point to T-SHIRT. **T-shirt.**

Sweep across UMBRELLA, BOOTS, T-SHIRT. **Which one is an umbrella?** PAUSE.

Go to *MOVING ON* box.

MOVING ON

Remember to record student's score in Student Response Booklet. Turn page and go to *TASK 3.*
Good. Let's turn the page and keep going.

Test Administration Overview:

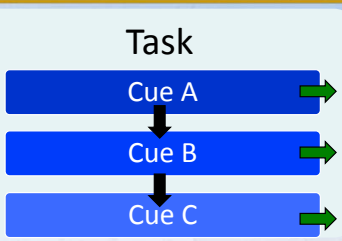
Listening
Reading
Speaking
Writing

Reading Test Overview

- Format: 9 tasks that correspond to the AMPI levels A1-A3 and MPI levels 1-2
- Every task contains 3 cues- CUE A, CUE B, and CUE C
- Time: 20 minutes*

- Scoring: Correct or Incorrect

Administration of Reading Tasks



Administration

- Follow *Moving ON* box at the end of each task

MOVING ON	
If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.	
Record student's score in Student Response Booklet. Turn the page and go to *TASK 4*. **Good. Let's look at the next page.**	STOP! Record student's score in Student Response Booklet. Record all remaining tasks Not Administered. **Good job. We are finished.**

Ending the Reading Section

- After administering last task (9)

OR

- The student responded incorrectly or did not provide a response for 3 consecutive tasks

Scoring

- Test administrator scores each task after the completion of the entire task
- Follow the scoring key in the Student Response Booklet
- The Test Administration Manual gives specific guidelines for scoring the reading section.

Reading Scoring Sheet

READING

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.

Task	Key	Correct			Incorrect	No Response	Not Administered
		Cue A	Cue B	Cue C			
1	student "attends"	○	○	○	n/a	○	n/a
2	bat	○	○	○	○	○	n/a
3	cup	○	○	○	○	○	n/a
4	glue	○	○	○	○	○	○
5	2	○	○	○	○	○	○
6	boy reading	○	○	○	○	○	○
7	rocks	○	○	○	○	○	○
8	land	○	○	○	○	○	○
9	10	○	○	○	○	○	○

Fill in one bubble per task, (i.e., per row).
Mark all tasks that were not administered **Not Administered**.

Sample Reading Item
Grade cluster 3-5 Task

CUE A

Point to THREE CUPS. **There are three cups.**

Point to QUESTION. **Which shows the number of cups?**

Point to NUMBER 1. **Number one.**

Point to NUMBER 3. **Number three.**

Point to NUMBER 4. **Number four.**

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

If correct, go to ***MOVING ON*** box.

If incorrect or no response, repeat *CUE A*.

After repeat, if incorrect or no response go to *CUE B*.

Sample Reading Item
Grade cluster 3-5 Task

CUE B

Point to THREE CUPS. **There are three cups.**

Point to QUESTION. **Which shows the number of cups?**

Point to NUMBER 1. **One.**

Point to NUMBER 3. **Three.**

Point to NUMBER 4. **Four.** PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

If correct, go to ***MOVING ON*** box.

If incorrect or no response, go to *CUE C*.

CUE C

Point to THREE CUPS. **There are three cups.**

Point to QUESTION. **Which shows the number of cups?**

Point to Number 3. **This is the number 3. There are three cups.** PAUSE

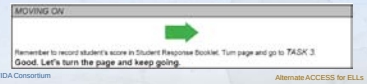
Point to NUMBER 1. **One.**

Point to NUMBER 3. **Three.**

Point to NUMBER 4. **Four.** PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

Go to ***MOVING ON*** box.



Test Administration Overview

Listening

Reading

→ **Speaking**

Writing

Speaking Test Overview

- Format: Contains 2 Parts: Part A and Part B that correspond to the AMPI levels A1-A3 and MPI levels 1 and 2
  - Within each Part there are a set of Tasks
    - Each Task contains 3 questions: Question 1, Question 2, and Question 3
- Time: 20 minutes*

- Scoring: Meets or Approaches

Administration of Speaking Tasks

Task

Question 1 →

↓

Question 2 →

↓

Question 3 →

Administration

- Follow Moving ON box at the end of each task

MOVING ON	
If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.	
Record student's score in Student Response Booklet. Turn the page and go to *TASK 4*. **Good. Let's look at the next page.**	Record student's score in Student Response Booklet. Record all remaining tasks Not Administered. **Good job. We are finished.**

Ending the Speaking Section

- End the Speaking test after administering the last task in Part B (Task 8)

OR

- If student received a score of *Approaches* or *No Response* on 3 consecutive tasks

Scoring

- Test administrator scores each response and records the score in the SRB
- The Test Administration Manual gives specific guidelines for scoring the speaking section
- Use the Alternate ACCESS for ELLs Speaking Rubric and Expect boxes to score student responses

Scoring

Meets	• Satisfies the requirements of the level in quantity and quality • Student's response needs to be related to the task
Approaches	• Clear evidence that the requirements of the task were not met
No Response	• There was no response to the task • The performance was not ratable
Not Administered	• Task was not administered to the student

Level	Speech Features
2—Beginning	Phrases or short sentences General language related to the task; groping for vocabulary when going beyond the highly familiar is evident. When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences.
1—Entering	Single words or chunks of memorized oral language. General vocabulary from school setting and related to task. When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar.
A3—Engaging	Single words or chunks of mimicked oral language. Mimicked high frequency vocabulary words related to the task. When using mimicked language, is generally comprehensible; communication may be significantly impeded when going beyond mimicked language.
A2—Exploring	Single or syllables of single words; speech is mimicked. Mimicked sounds and syllables of high frequency vocabulary words related to the task. Language is minimal.
A1—Initiating	Vocalizations are incoherent but communicative (e.g., grunts). Indiscriminant sounds and syllables.

Speaking Scoring Sheet

SPEAKING

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.

Task	Expect	Meets	Approaches	No Response	Not Administered
Part A					
1	vocalize	○	○	○	n/a
2	repeat sound related to task	○	○	○	n/a
3	repeat word related to task	○	○	○	n/a
Part B					
4	vocalize	○	○	○	○
5	repeat sound related to task	○	○	○	○
6	repeat word related to task	○	○	○	○
7	produce word related to task	○	○	○	○
8	produce phrase related to task	○	○	○	○

Fill in one bubble per task, (i.e., per row).
Mark all tasks that were not administered Not Administered.

Sample Speaking item
Grade cluster 3-5 Part A Task

QUESTION 1
Now we are going to talk about the picture.

The teacher is reading a book.
Point to BOOK IN TEACHER'S HAND.
Look at the book.

Can you say book? PAUSE.

If meets, go to *MOVING ON* box.
If approaches or no response, repeat *QUESTION 1.*

After repeat, if student approaches or no response, go to *QUESTION 2.*

Sample Speaking item
Grade cluster 3-5 Part A Task

QUESTION 2
Point to BOOK IN TEACHER'S HAND. **Look at the book. Book begins with the sound /b/.**

Can you make the sound /b/? PAUSE.

If meets, go to *MOVING ON* box.
If approaches or no response, repeat *QUESTION 2.*
After repeat, if student approaches or no response, go to *QUESTION 3.*

QUESTION 3
Point to BOOK IN TEACHER'S HAND.
Book begins with the sound /b/.
/b/ PAUSE. **/b/** PAUSE. **/b/ – book.**

Make the sound /b/? PAUSE.

If meets, go to *MOVING ON* box.
If approaches or no response, repeat *QUESTION 3.*

After repeat, go to *MOVING ON* box.

Test Administration Overview:

Listening
Reading
Speaking
Writing

Writing Test Overview

- Format: Contains 3 Parts: Part A, Part B, and Part C that correspond to the AMPI levels A1-A3 and MPI levels 1, 2 and 3
  - Within each Part there are a set of Tasks
  - Tasks are modeled for students
- Time: 20 minutes*

- Scoring: Meets or Approaches

Writing Test Guidelines

- Put the SRB in front of the student
- Have pre-sharpened pencils
- Assistive devices need to be available and ready to use if necessary

Administration of Writing Tasks for Parts A and B

Part A

Task 1 → Task 2 → Task 3 → Task 4

Part B

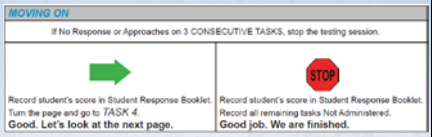
Task 5 → Task 6 → Task 7 → Task 8

Part C

The student must score 'Meets' on at least seven out of eight tasks in Parts A and B to move on to Part C.

Administration

- Follow Moving ON box at the end of each task



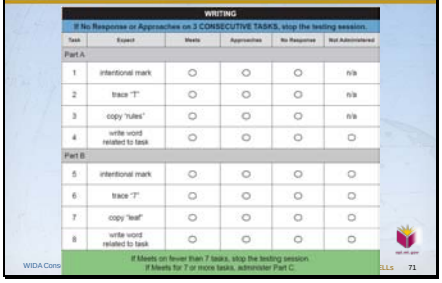
Scoring

- Test administrator scores each response and records the score in the SRB
- The Test Administration Manual gives specific guidelines for scoring the writing section.
- No partial credit can be given on any writing tasks.

Scoring Parts A and B

Meets	• Student provides the answer that meets the expectations of the task provided in the Expect Box
Approaches	• Response does not meet the expectations of the task provided in the Expect box
No Response	• Student does not produce any intentional marks (i.e., circle, trace, copy, etc.)
Not Administered	• Task was not administered to the student

Scoring Sheet for Parts A and B



WRITING

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.

Task	Expect	Meets	Approaches	No Response	Not Administered
Part A					
1	intentional mark	○	○	○	n/a
2	trace "T"	○	○	○	n/a
3	copy "rules"	○	○	○	n/a
4	write word related to task	○	○	○	○
Part B					
5	intentional mark	○	○	○	○
6	trace "T"	○	○	○	○
7	copy "leaf"	○	○	○	○
8	write word related to task	○	○	○	○

If Meets on fewer than 7 tasks, stop the testing session.
If Meets for 7 or more tasks, administer Part C.

Administration of Writing Tasks for Part C

Part C

Task 9 → Task 10

The student must score 'Meets' on at least seven out of eight tasks in Parts A and B to move on to Part C.

Writing Rubric for Part C

Level	Text Features
3–Developing	One or more simple and expanded sentences. Words in the sentence(s) may be original or adapted from model or source text. Generally comprehensible. Comprehensibility may be impeded from time to time by errors when text becomes more complex. Text is related to the task.
2–Beginning	One or more simple phrases. Text is original or adapted from the model or source text. Comprehensible when text is adapted from model or source text. Comprehensibility may be impeded by errors in original text. Text is related to the task.
1–Entering	One or more general content words. Text is original or adapted from the model or source text. Generally comprehensible when text is adapted from model or source text. Comprehensibility may be significantly impeded in original text. Text is related to the task.
A3–Engaging	Single words and numbers. All or part of text is copied. If original text is present, it is not related to the task. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
A2–Exploring	Common single digit numbers, letters, symbols, or syllables. All or part or text is copied. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
A1–Initiating	Pictorial representations and imprecise, but intentional markings, such as drawings and scribbles. Representations may or may not be related to the task.

Scoring Sheet for Part C

Use the Writing Rubric to score Part C.

Part C

Task	Meets 1	Meets 2	Meets 3	Approaches	No Response	Not Administered
9	○	○	○	○	○	○
10	○	○	○	○	○	○

Fill in one bubble per task. (i.e., per row).
Mark all tasks that were not administered **Not Administered**.

Did you scribe the student's responses? Yes ○ No ○

Ending the Writing Section

- End the Writing test after administering the last task in Part C

OR

- If student received a score of *Approaches* or *No Response* on 3 consecutive tasks

OR

- After Part B if the student scored less than seven out of eight tasks with *Meets*

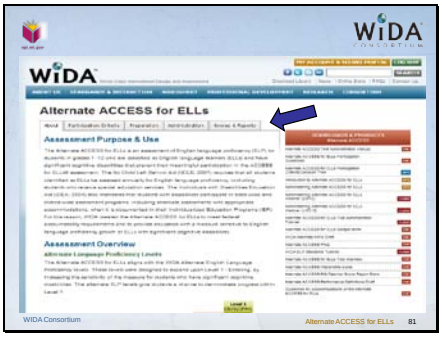
Sample Writing item
Grade cluster 3-5 Part A Task

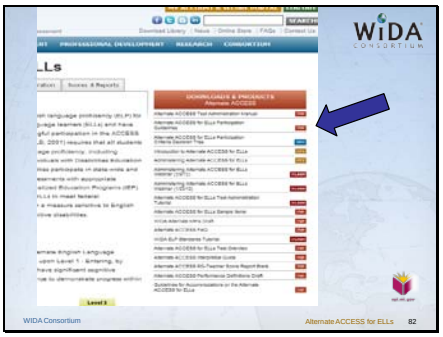
Point to PICTURE. **Look at the picture.**
Point to STUDENTS. **The students are in line at the door.**
Point to STUDENT ON LEFT IN PAGE 3. **Look at the student. Let's draw a circle around the student.**
MODEL TASK FOR STUDENT:
Draw a circle around STUDENT ON LEFT. **I'm drawing a circle around the student.** PAUSE.
TASK:
Point to STUDENT ON RIGHT. **Now it's your turn.**
Use your index finger to draw a circle around STUDENT ON RIGHT. **You draw a circle around the student.** PAUSE.
If meets, go to ***MOVING ON*** box.
If approaches continue:
Point to STUDENT ON RIGHT. **Now it's your turn.**
Use your index finger to draw a circle around STUDENT ON RIGHT. **Draw a circle around the student.** PAUSE.
If meets, go to ***MOVING ON*** box.
If approaches, continue on next page:

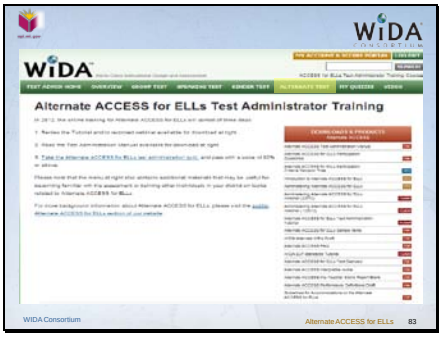
Sample Writing item
Grade cluster 3-5 Part A Task

MODEL TASK FOR STUDENT:
Draw a circle around STUDENT ON LEFT ON PAGE 3. **I'm drawing a circle around the student.** PAUSE.
TASK:
Point to STUDENT ON RIGHT. **Now it's your turn.**
Use your index finger to draw a circle around STUDENT ON RIGHT. **You draw a circle around the student.** PAUSE.
If meets, go to ***MOVING ON*** box.
If approaches, continue:
Point to STUDENT ON RIGHT. **Now it's your turn.**
Use your index finger to draw a circle around STUDENT ON RIGHT. **Draw a circle around the student.** PAUSE.
Go to ***MOVING ON*** box.

Alternate ACCESS for ELLs Resources




WIDA
PROFESSIONAL DEVELOPMENT
RESEARCH
CONSORTIUM
DOWNLOADS & PRODUCTS
Alternate ACCESS


WIDA
Alternate ACCESS for ELLs Test Administrator Training
DOWNLOADS & PRODUCTS

WIDA
TEST ADMIN HOME
OVERVIEW
GROUP TEST
SPEAKING TEST
KINDER TEST
ALTERNATE TEST
MY QUIZZES
VIDEO
Quizzes for WIDA Sample
GROUP Components Quiz
SPEAKING Quiz
KINDERGARTEN Quiz
ALTERNATE ACCESS for ELLs Quiz
My Annual Quiz History

Certification Next Steps

- Read the Test Administration Manual
- Familiarize yourself with available accommodations
- Complete the Alternate ACCESS for ELLs certification quiz prior to administering the test.

www.wida.us

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World Class Instructional Design and Assessment, www.wida.us

Center for Applied Linguistics, www.cal.org

Metritech, Inc., www.metritech.com